

SUCCESSFUL TRANSITIONS FOR YOUTH WITH DISABILITIES

Designed for youth 14 & up to help
you find your path and live your best life!

Guide & Workbook



Updated August 2022



Understanding transition and using this guide to help you decide which way to go!

This guide can help you discover all the things you can do, all the things you can learn, and all the resources you have available to you.

This time of your life when you are preparing to finish school and become an adult is exciting, scary, overwhelming, and full of change. There are so many possibilities for your future. There are people around you to help support you through the process. You might sometimes feel like you are at a cross roads and you don't know which way to go! But don't worry! You can learn the skills you need to be successful. There are lots of paths to choose from and there are guides along the way to help you stay on course until you are ready to travel on your own.



A note to parents and families:

This guide has been designed for youth and young adults, but will also be helpful to anyone supporting them through transition. If you feel you need a more in-depth look at transition, refer to the Utah Parent Center Transition Guide for Parents. It offers detailed information on the topics covered here. You can find the guide by clicking this link or scanning the QR code: [Transition From School to Adult Life: A Handbook for Parents](#)

***Get ready to explore. Get ready to dream.
Get your team together.
Get ready to live your best life!***

***Be sure to check our website often
for updated resources and
information:
utahparentcenter.org***



Transition Content Guide

Use the color coded guide to learn about components of transition



Citizenship & Advocacy

pgs. 2 - 15

Find your voice and let people know your needs and wants in life. Learn how to take action in your community, how to be a responsible citizen and contributing member of society through voting, working, and helping others.



Daily Life: Education and Employment

pgs. 16 - 41

Discover how to build skills for the routines of everyday life. Whatever your day looks like--school; employment, or volunteering, learning life skills and focusing on your strengths will be the key to success.



Community Living: Settings and Integration

pgs. 42 - 50

Learn all about living options in the community, available supports, and what is needed for access. Discover elements to community integration, including transportation and accessibility. Where, how, and with whom you live should be your choice.



Safety & Security for the Future

pgs. 51 - 60

Stay safe in any setting by knowing how to identify and report abuse and fraud. Learn how to avoid bullying, how to stay safe online, and how to treat others with respect. Learn about options for your future care including legal guardianship, supported decision making, power of attorney, protecting finances, and medical care guidance.



Social and Spirituality

pgs. 61 - 64

Friendships and staying connected to things and people that are important to us help us maintain a sense of well-being and peace in our lives. Having a balance of work and leisure activities, physical activity and rest can help us feel fulfilled.



Healthy Living

pgs. 65 - 76

Learn about managing all aspects of health care: self-care, nutrition, preventative, insurance, medical, mental, dental and vision.

Transition Service Providers & Notes

pg. 77 - 80



Citizenship & Advocacy

We gain strength and courage, and confidence by each experience in which we really stop to look fear in the face...
we must do that which we think we cannot.
-Eleanor Roosevelt



WHO AM I?

I am _____

NAME TWO SPECIAL CHARACTERISTICS YOU HAVE

I wonder _____

SOMETHING YOU ARE CURIOUS ABOUT

I hear _____

YOUR FAVORITE SOUND OR AN IMAGINARY SOUND

I see _____

YOUR FAVORITE SIGHT OR AN IMAGINARY SIGHT

I want _____

WHAT IS SOMETHING YOU WOULD LIKE TO HAVE

I am _____

SOMETHING YOU LOVE ABOUT YOURSELF

I pretend _____

SOMETHING YOU LIKE TO IMAGINE OR PRETEND

I feel _____

AN EMOTION THAT YOU FEEL OFTEN

I touch _____

SOMETHING THAT YOU LIKE TO TOUCH OR
IMAGINE TOUCHING

I worry _____

SOMETHING YOU WORRY OR ARE NERVOUS ABOUT

I cry _____

SOMETHING THAT MAKES YOU FEEL SAD OR UPSET

I am _____

A TALENT OR SOMETHING YOU ENJOY

I understand _____

SOMETHING YOU HAVE LEARNED OR ARE GOOD AT

I say _____

WHAT YOU BELIEVE STRONGLY

I dream _____

SOMETHING YOU WANT IN THE FUTURE

I try _____

SOMETHING YOU WORK HARD TO DO

I hope _____

A WISH, A DREAM, OR A GOAL YOU HAVE NOW

I am _____

SOMETHING THAT MAKES YOU UNIQUE

HELPFUL HINTS ABOUT **SELF-ADVOCACY**



Advocacy is not always easy. In fact, it can be quite difficult at times. It takes time, knowledge, and practice. Many times when we need to use our self-advocacy skills, we are in situations that make us nervous, upset, or emotional. It is always a good idea if you find yourself getting fired up while trying to advocate for yourself or others to take a few deep breaths, pause, and see if you can take a break and start over. Advocacy is a skill. It can be learned. It takes practice, and the more you practice, the better your advocacy skills will become.



Try To:

- Be polite
- Ask questions
- Know the facts
- Be organized
- Send thank you notes/emails
- Provide contact information
- Request contact information from others
- Be confident
- Be willing to compromise
- Listen to the input of others



Try not to:

- Yell or demand
- Attend a meeting unprepared
- Act ungrateful for the time and effort of others
- Skip a meeting if you are expected to attend
- Allow yourself to be easily swayed or influenced
- Act unpleasant or arrogant
- Be close-minded



LET'S TALK ABOUT **DISABILITY**

An important part of self-advocacy is learning to be comfortable talking about your disability. It is important everyone learn to talk to others about what it is like to live with certain conditions. Communicating helps others understand your needs and accommodations at work, school, and in the community.



In the following pages, you will find an activity to help you analyze your self-advocacy skills. We will also help you explore other avenues to aid you as you step up your advocacy game. Remember, you can always help other individuals understand the unique experiences involved with living with a disability, whether your disability is visible (easy for others to see and accommodate) or invisible (you may need to explain it to others).

VOCABULARY WORD: **DISCLOSE**

**Do you know
what it means to
"disclose" your
disability?**

Disclosure means you make information known to someone. You get to choose when to tell someone about your disability and how much to tell them. There may be times you choose to tell someone about your disability so you can receive an accommodation you need. An example of this would be when getting a job, attending a college, or when traveling.

TYPES OF **DISABILITIES**

Physical

Communication

Sensory

Cognitive

**Chronic
Health
Conditions**

**Mental /
Emotional**



UNDERSTANDING DISABILITY

We often talk about people in general terms such as "people with disabilities." There are many types of disability, and some people will have more than one condition. It can get complicated! We have to remember each person is more than their disability or diagnosis. We won't all have the same needs. We won't all have the same goals. However, we DO all have some things in common. And we will all benefit from showing each other respect, improving access, and advocating for inclusion.

WHY IS IT IMPORTANT TO UNDERSTAND *OUR DISABILITY?*

Sometimes we are afraid of the things we don't understand. Talking about these issues and learning more about them can help us become more comfortable with ourselves, others and our differences.

Disability affects almost everyone at some time or another. Some people are born with a condition or illness, others develop a disability later in life due to an accident or injury.

We spend a lot of time thinking about how different we are from other people and wishing we were "normal." Guess what? There's no such thing as "normal!" When we really get to know people, we find out everyone is unique and has individual challenges. It helps to understand what we can and cannot change.

“REMEMBER THERE IS NO SUCH THING AS A SMALL ACT OF KINDNESS. EVERY ACT CREATES A RIPPLE WITH NO LOGICAL END”
-Scott Adams



HOW WELL DO YOU KNOW YOURSELF?

Rate yourself on the following questions:

Y=Yes S=Sometimes N=No



SELF-AWARENESS

- _____ Do you know what your skills and strengths are?
- _____ Can you easily explain your skills and strengths to others?
- _____ Do you know how you learn best?
- _____ Do you share with others how you learn best?
- _____ Do you ask for help if you need it?
- _____ Do you set goals for yourself?

DISCLOSURE

- _____ Do you know about your disability?
- _____ Do you practice telling others about your disability?
- _____ Do you like the reaction you get when you tell someone about your disability?
- _____ Do you describe your disability differently depending on the setting or people?
- _____ Are there times you choose not to talk about your disability?

ACCOMMODATIONS

- _____ Do you participate in meetings about your education and work?
- _____ Do you know what "reasonable accommodation" means?
- _____ Do you know what accommodations you need to be successful?
- _____ Do you practice asking for the accommodations you need?

NOW TOTAL UP YOUR ANSWERS FROM THE PREVIOUS PAGE!

YES TOTAL

If you answered mostly yes...WAY TO GO! You can be proud of your self-advocacy skills. Remember, there is always room for improvement so we encourage you to continue to practice these skills. If you answered "no" or "sometimes" to any questions, please reflect on those. Perhaps you can set some short-term goals to help you continue to grow in these areas.

SOMETIMES TOTAL

If you answered mostly sometimes...you have some good skills and probably a basic understanding of your disability. This means you have lots of opportunities to learn more! Your strengths are those areas where you answered with a "yes" so continue to build on those areas. Also, list the areas you answered with a "no" and decide which are the most important for you to focus on right now.

NO TOTAL

If you answered mostly no...a good step for you to take might be to talk with someone you trust and who knows you well. You can ask them to help you sort out your areas of strength. Often, others see strengths in us that we do not see. Share the questionnaire with them and ask for help creating a few short-term goals to increase your self-awareness, communication, and/or advocacy skills.

PUTTING SELF-ADVOCACY INTO ACTION

List as many facts as you can about your disability. If you need help, ask a parent or teacher to help you.



Do you have a friend, family member, or know someone in your school or community who has a disability similar to yours? Are there things you can learn from them about how they handle the experience?

Can you think of any famous people who have disabilities? It can be fun to realize people with disabilities can achieve some pretty amazing things. Here are a few to check out:

<https://bit.ly/15famouspeople>



<https://nickvujicic.com/>



<https://bit.ly/SOChampion>



LAWS THAT PROTECT PEOPLE WITH DISABILITIES



There are multiple laws that protect the rights of individuals with disabilities. A good step toward becoming an empowered self-advocate is knowing your rights and the laws that affect you.

ADA (Americans with Disabilities Act):

prohibits discrimination on the basis of disability in employment, education, access to public buildings and transportation.

IDEA (Individuals with Disabilities Education Act):

requires public schools to provide a free and appropriate education (FAPE) to all students with disabilities in the least restrictive environment (LRE). It requires schools to develop IEPs or Individual Education Programs, for each student who qualifies. Programs reflect the child's individualized needs. IDEA applies, age 3-22.

Rehabilitation Act of 1973:

The Rehabilitation Act prohibits discrimination on the basis of disability by any entity receiving federal funding. It also provides funding for agencies that are mandated to improve accessibility to services and employment for people with disabilities.

Section 504 relates specifically to requiring accommodations and ensuring accessibility in programs receiving federal funding, including public schools and many state colleges and universities. Other sections cover specific areas such as making government websites and services accessible to everyone.

National Voter Registration Act:

This legislation makes it easier for people to exercise their fundamental right to vote. The basic purpose is to increase registration among groups of individuals who historically have lower voter registration rates. This includes individuals with disabilities.

LAWS THAT PROTECT PEOPLE WITH DISABILITIES

Olmstead Supreme Court Decision:

A landmark Supreme Court case that set precedent for individuals with disabilities having the right to live in an integrated community setting whenever possible rather than being confined to institutional services.

Fair Housing Act:

Prohibits discrimination on the basis of race, color, religion, sex, disability, familial status, and national origin. This coverage includes private housing, housing that receives federal financial assistance, and state and local government housing. The Fair Housing Act requires landlords to make reasonable exceptions in their policies to allow people with disabilities to become tenants. For instance, a "no pets" policy may be changed in order for a person with a support animal to live there. It also requires landlords to allow tenants with disabilities to make reasonable access-related modifications to their private living space, as well as to common use spaces (the landlord is not required to pay for the modifications).

*"Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible."
-Francis of Assisi*

To learn more about disability laws you can visit ada.gov



You can also request assistance from the Disability Law Center, Utah's Protection and Advocacy Agency, if you feel you have been discriminated against.
Call 1-800-662-9080 or visit www.disabilitylawcenter.org



Or, visit the Utah Parent Center's website:
<https://utahparentcenter.org/resources/laws/>



VOTE

BEFORE YOU VOTE:

1. Research the candidates and the issues that are important to you.
2. Find out which candidate will best represent your values and the positions you care about.
3. If you need help, find someone you trust who can help you understand how to fill out the ballot, either at home (for mail-in voting) or at your polling place. If you need help, you are allowed to have someone assist you to make sure you have completed the ballot properly, but you should never let someone else tell you how to vote.



PREPARING TO VOTE



vote.utah.gov

- 1 Decide if you want to vote and then research the candidates
- 2 Be a U.S. Citizen
- 3 Be a resident of Utah for at least 30 days before the election
- 4 Have a valid driver's license or Utah ID card
- 5 Be 18 years of age on or before the day of the election
- 6 If you are 16 or 17 years old, you can pre-register to vote. If you pre-register, you will automatically be registered to vote when you turn 18 years old.



Disability Movement History

Judith Heumann TED talk- An early self-advocate tells of her experiences before ADA and 504 were enacted.



bit.ly/OurFightJH

4 Minute overview of the needs for disability rights and protections, told by self-advocates and family members.



bit.ly/googleADA25

A brief, concise summary of the disability rights movement.



bit.ly/DisabilityMvmt

An overview of disability rights with multi-grade level lesson plan ideas for raising awareness and understanding among students.



bit.ly/awarenessLP

Disability Law Center is tasked with enforcing and strengthening laws that protect individuals with disabilities.



bit.ly/DLCUtah



Self Advocacy

A guide to developing self-advocacy with many additional resources on site.



bit.ly/learnadvocacy

A simple guide for students wanting to improve self-advocacy skills.



bit.ly/AdvocacyTeens

One of the earliest nationally organized self-advocate groups in promoting self-determination.



bit.ly/SABEorg

The Utah Developmental Disabilities Council (UDDC) works to enhance the lives of individuals with disabilities.



bit.ly/UDDCweb

The Disabled Rights Action Committee (DRAC) works to establish equal rights through enforcement of laws.



bit.ly/DRACut

Youth.gov helps create, maintain, and strengthen effective youth programs, youth news, and resources.



bit.ly/TUyouthgov

A simple guide to self-advocacy, with ten easy to remember steps, provided by Vocational Rehabilitation



bit.ly/selfadvPDF





DAILY LIFE, EDUCATION & EMPLOYMENT

The key to success in life is to focus on goals, not obstacles!



FINDING YOUR STRENGTHS



Knowing what you are good at and what you enjoy can help you when you are trying to decide what kind of work may interest you. Everyone is unique. Everyone has certain talents they are born with, meaning they may be naturally good at certain tasks. However, nobody is good at everything. For that reason, we all have areas where we can set goals and attempt to improve our performance. The more we practice a task, the better we will become at doing that task. Go to the links below for some activities you can try. They will help you figure out what you might be good at, or what you might enjoy doing. It's a good idea to test different things to see what you like.

*Success is achieved by
developing our strengths,
not by eliminating our
weaknesses.
- Marilyn vos Savant*



[https://truity.com/test/
photo-career-quiz](https://truity.com/test/photo-career-quiz)



[https://mynextmove.org/
explore/ip](https://mynextmove.org/explore/ip)



USUALLY, THE THINGS WE ENJOY ARE ALSO THE AREAS WHERE WE EXCEL. SO, TO FIND OUT WHAT YOU ARE GOOD AT, THINK ABOUT...

What kinds of TV shows or movies do you like to watch?

Who is someone you admire? Who is someone you like to observe?

What classes do you do well in and feel successful?

What classes have you enjoyed most in school?

What is something you enjoy making or creating?

Where do you feel most comfortable in the community?

What activities do you like to do with family and friends?

What types of work or projects cause you to feel a lot of stress?

What types of work or projects cause you to feel a lot of stress?

What is something you get compliments on?

THE TRANSITION IEP

The Transition IEP (Individualized Education Program)

is like a road map for your future life. It will help you decide what you want your future life to look like, and what steps you need to take to reach your goals.

Between 9th and 12th grade, it would be wise to monitor how much credit you receive towards graduation from each class and document it in the IEP. IEP teams should be clear with parents about anticipated graduation dates, and that services end when the student completes their regular high school diploma.



www.transitionelevated.org

The Transition IEP should begin at age 14 but can begin even sooner if you and your team decide you are ready to begin transition planning. Along with all other goals and accommodations needed to provide free and appropriate public education (FAPE), the transition IEP should also include the following elements:

- 1 Employment-related goals
- 2 Classes needed to help meet those goals

It may also include the following:

- 1 Pre-Employment Transition Services (Pre- ETS) Activities
- 2 Additional team members who can assist the student in reaching transition goals (ex. Voc Rehab Counselor)
- 3 Self-Advocacy Goals

By age 17, it should include:

- 1 The post-high plan
- 2 Decision on whether parents will be pursuing guardianship



AGE OF MAJORITY **ADULTING!**

Congratulations! You're now 18 and an adult. If you are your own guardian, what do you need to know about your IEP meetings?

When you turn 18, you are able to make more of your own decisions. Directing your own IEP meeting with your high school IEP team is one area where you can demonstrate self-advocacy. You may need help. But, don't worry. There are supports and options available to you.

New Adult Responsibilities

- You will be able to direct your own IEP meetings and who will be invited to attend. (Do you want to include your parents or other trusted adults or agencies?)
- There will be other opportunities to make decisions. For example, transitioning to adult health care, and navigating services like SSI, Medicaid, and DSPD.

If you feel you do need support to make decisions, here are a few options available to you.

Supported Decision Making - (SDM) involves a team of people you select to help you make adult decisions. SDM can be used no matter what type of support system you have in place.

Power of Attorney - This is a legal contract allowing another person to help make decisions for a specific area(s) of your life. Obtaining a power of attorney does not require going to court.

Guardianship - When a parent or other trusted adult obtains the legal right to care for you and help you make decisions. A judge makes the decision if someone can have guardianship over you. This is the most restrictive option and should be considered very carefully.

For more details about Supported Decision Making, Power of Attorney, and Guardianship please visit our Choices Book by using this QR code or the link below it.



<https://bit.ly/UPCChoices>

GRADUATION OPTIONS

Regular High School Diploma

- Graduation credit requirements are determined by the school district or charter school and the Utah State Board of Education
- Ends eligibility for FAPE (free, appropriate, public education)
- Signals a change of placement

Certificate of Completion

- Received when the student completes their school district or charter school's secondary education.
- Student has not met all state requirements for a diploma
- Student is still eligible for FAPE, if deemed necessary (post-high)

General Education Development (GED)

- Testing service to prove high school equivalency knowledge and available to the general population
- Students receive a Certificate of High School Equivalency
- For students who did not fulfill the credit requirements
- Students with disabilities are still eligible for FAPE

Alternative High School Diploma

- Not specific to students with disabilities
- Minimum 24 credit diploma issued by the LEA or Adult Education Program. (LEA = District or Charter)

Alternate High School Diploma

- Student is still eligible for FAPE
- May continue on to post-high
- For students with a significant cognitive disability that have met Essential Elements requirements.



For more details on graduation options and diplomas please visit the following site.

Alternate Diploma Options



<https://bit.ly/3B2IB4e>

USBE Graduation Options



<https://bit.ly/3of0bjj>

LIFE AFTER HIGH SCHOOL?

POST HIGH

Post-high is an option for any student who completes their senior year of high school without meeting the requirements for a regular diploma. They are still eligible for special education between the ages of 18 - 22.

More about post-high

- Each school district and charter school is required to create and provide a post-high program for students who are eligible
- Post-high programs work with students to set goals for their future including employment, community access, continuing education, and independent living.
- Students can still work on a diploma and earn credits towards graduation

Who can attend a post-high program?

- Student must not have a regular or alternative high school diploma
- Student must qualify for special education
- Student must be between 18 and 22 years old

Post high is an optional program. There is no requirement to attend.

Special Education Secondary Transition and Graduation information can be found at this link and QR Code.



<https://bit.ly/3ciNxGs>

Use this link and QR code for more information on preparing for postsecondary education and employment.



<https://bit.ly/3ogQha3>



COLLEGE...**DO YOU WANT TO GO???**

- In-person or online college is an option for individuals with disabilities if they have a desire to attend.
- Most schools have a disability office you can work with for accommodations and assistance. Examples: quiet room for testing, extended time, use of a reader (someone to read materials), assistive technology, adaptive equipment, modified instruction, adaptive furniture, ASL interpretation and captioning, etc.
- Some schools may require current evaluations
- Take your last IEP and Summary of Performance to the Disability Office at the college of your choice. While an IEP/504 doesn't transfer to college, the accommodations listed in your plan might help you communicate the details of your disability and the accommodations you need in college. Update your IEP/504 before leaving high school.
- Clearly advocate for your needs and understand your rights under ADA.

**DISABILITY SPECIFIC PROGRAMS****Aggies Elevated - Logan**

- Utah's original inclusive college program located on USU's main campus in Logan
- 2-year, on-campus residential housing
- 86% post-grad employment
- 34% of graduates continue in Associate or Bachelor programs

Aggies
ELEVATED

Eagles Elevated - Price

- 3-year, fully inclusive residential program
- Regional campus in Eastern Utah
- Industry recognized certificate programs available
- Focus on employment opportunities

Aggies
ELEVATED

EASTERN

Wolverines Elevated - Orem

- 3-year, fully inclusive program
- Commuter program located on-campus at UVU
- Industry recognized certificate programs available
- Job sampling, on-campus internships, and community employment opportunities

WOLVERINES
ELEVATED

UVU also offers the Passages program for those on the Autism Spectrum

AT A GLANCE GOALS AND...

SKILLS FOR SUCCESS

- Able to follow instructions/directions
- Able to ask for help/clarification across a variety of settings
- Able to manage medications independently (e.g., take the appropriate amount at the appropriate time, can order or tell someone when they need refills, can describe any side effects they may be having)
- Demonstrates basic hygiene skills without regular prompting (e.g., showers regularly, teeth brushing, nail care, wearing clean clothes, etc.)
- Accepts responsibility for their actions
- Demonstrates resilience
- Is kind to self and others
- Demonstrates knowledge of personal safety awareness (e.g., stranger danger, how to navigate a new environment safely, knowing whom to contact in an emergency or what to do when feeling unsafe, etc.)
- Time management skills (e.g., can track time using a watch or phone, can follow a schedule with or without prompts, use a planner, etc.)
- Demonstrates persistence or perseverance
- Makes decisions about participation in daily activities with or without support
- Able to work, or learn to work, in a group environment and collaborate w/ others
- Has a sense of curiosity
- Has confidence and/or high self-esteem
- Ability to adjust to unexpected changes in routine and self-regulate behavior and emotion when things don't go as planned
- Is patient with self and others
- Able to be out of their comfort zone
- Able to appropriately express emotions/feelings (e.g., loneliness, sadness, anger, being overwhelmed)
- Has a sense of independence from parents/family
- Demonstrates a desire to learn and willingness to improve and work hard
- Able to keep track of and take care of personal belongings (e.g., clothes, phone, backpack, and school supplies, etc.)
- Able to make healthy food choices with or without prompting
- Demonstrates the ability to regulate sleep (when they go to bed and get up)
- Understands the different roles of a professor versus student or peer mentors versus students being mentored
- Able to use assistive technology that helps them learn (e.g., smart pens, speech-to-text software, various apps on a phone or iPad)
- Understands their personal learning style or how they learn best (e.g., listening to audiobooks versus reading books; writing notes versus having written notes supplied; actively drawing versus looking at pictures)
- Is proactive or purposeful in developing a daily schedule
- Makes decisions related to making and/or having goals for their future with or without support
- Has a basic understanding of social cues (e.g., eye contact, personal space/boundaries; body language, tone of voice)
- Has basic housekeeping skills (e.g., keeping a bedroom clean, doing laundry, washing dishes)

*Distributed through Utah State University's Journal of Inclusive Post-Secondary Education; Parent Perspectives on Preparing Students with Intellectual Disabilities for Inclusive Postsecondary Education

SLEEPING & WAKING SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", don't worry. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- Go to bed at an appropriate time**
- Set an alarm clock to get up independently**
- Remove distractions from sleep environment**
- Establish routines for getting ready for the day and complete them without prompts**
- Establish routines for getting ready for bedtime and complete them without prompts**



Following routines is a life skill all on its own! Most of us use prompts and reminders to get through our day, and that is great! What we want to avoid is needing someone else to have to prompt us all the time. We are more independent if our prompts come from a checklist, a picture schedule, or a reminder on our phone. More information on routines can be found in the next section of the checklist on "Organization."

**This comprehensive checklist that spans the next few pages was adapted from a resource found on <https://www.esc3.net/esc3> a professional development company that supports education and transition.*

ORGANIZATION SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", don't worry. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- Use a daily/weekly calendar system for appointments and reminders
- Maintain daily routines for:
 - hygiene
 - housecleaning chores
 - morning
 - evening
- Leave early enough to arrive on time for school, work, appointments, etc.
- Keep often used belongings in their place so they are easy to find (keys, backpack, wallet)

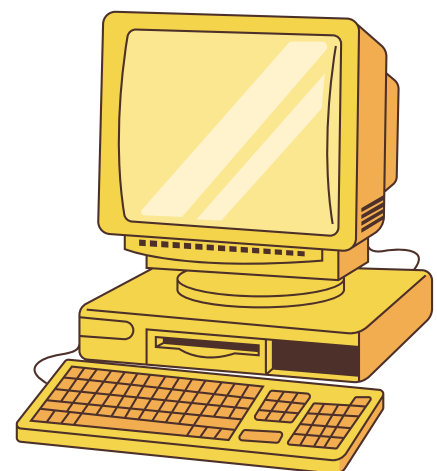


*Idea....
Good organization is not
about changing your
personality, just your
habits.*

SAFETY SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", don't worry. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- Know how to exit your home in an emergency
- Know when and how to make emergency calls (911)
- Use an ATM only in safe, secure, well-lit areas
- Avoid using a cell phone or listening to music while walking in order to stay alert and aware of surroundings
- Know basic first aid and how to get additional assistance if needed
- Know how to secure doors and windows in your home
- Understand traffic signals and rules--like crossing the street at the corner, using cross walks, etc.
- Turn off stove after use
- Demonstrate knowledge of internet safety



PERSONAL HYGIENE SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", don't worry. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- Brush teeth at least twice daily and floss on a regular basis**
- Shower or bathe, and wash face daily**
- Keep hair clean and groomed**
- Keep nails trimmed and clean**



- Use deodorant or anti-perspirant and wear clean clothing**
- Know how to shave**
- Females: Know how to manage menstruation cycles**



- Know proper names of male and female body parts and be able to talk to a doctor or parent about concerns if something hurts or is bothering you on your body**
- Know how to properly wash your hands, especially after using the bathroom, and before preparing or eating food**
- Know how to protect yourself from catching colds, flu, and other common viruses. Know the symptoms of these illnesses and how to manage them**



HOUSEHOLD SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", it is okay. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- Make bed daily, and change sheets regularly**
- Do dishes after meals, including wiping countertops, microwave, stovetop, and table.**
- Know how to sweep with a broom and dustpan**



- Clean old food and expired products from refrigerator. Wipe up spills and messes from shelves and drawers**
- Know how to vacuum safely and put vacuum away**
- Know how to empty trash cans and replace liners**
- Be able to properly clean sinks, tubs, toilets, and mirrors in a bathroom**



- Know how to mop and dispose of mop water properly**
- Know the proper use of cleaning products for various jobs**
- Know how to use a toilet plunger, and if necessary, how to turn off water to stop it from flooding**
- Know what to do if the power goes out, and how to locate the breaker box**



LAUNDRY SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", it is okay. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- Know how to operate the washer and dryer
- Sort clothes by color
- Select appropriate water temperature for fabric or color
- Know how to select the right dryer cycle for clothes
- Clean lint screen after each drying cycle and dispose of lint properly
- Fold or hang clothes and store them properly
- Iron clothes if needed
- Know how to mend, or have mended, clothing that is torn or missing buttons, needs hemming



MEAL PLANNING SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", it is okay. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- Make and follow a shopping list**
- Maintain appropriate amount of food at home**
- Compare prices, use coupons, and identify specials**
- Follow a recipe or directions on package**
- Know food safety rules, like washing fruits and vegetables, refrigerating leftovers promptly, etc.**
- Scrape, rinse, and place dirty dishes in dishwasher after eating**
- Load and run the dishwasher, or know how to wash dishes by hand**
- Safely use knives and other kitchen utensils**
- Know how to operate appliances properly like the microwave, stove, and oven (should also have knowledge of how to clean them)**



FINANCIAL SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", it is okay. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- Know how to pay for items at a grocery store, convenience store, clothing store, restaurant, etc.
- Manage a checking or savings account
- Know how much money is available and be able to create a budget
- Be able to pay bills by mail, online, or in person
- Know the difference between credit and debit
- Know your Social Security Number and when to use it
- Know basic steps of how to protect funds from theft and fraud



TRANSITIONING FROM SCHOOL TO EMPLOYMENT

Implementation and Best Practices One Student at a Time and Individualizing Services

Each student's transition experience will be unique. There is not a checklist to follow. Work with your IEP team and ask what services you can access through the Division of Services for People with Disabilities (DSPD) and Vocational Rehabilitation (Voc. Rehab or VR). Explore your own interests and needs. You may not want or need to access every service, but you will want to know the options so if the opportunity is available, you can access them. Here are additional resources and examples to guide you.



A Toolkit for Coordinating Employment
Services: Developing School to Work
Transition Teams

<https://padlet.com/transitionteams/Bookmarks>



Institute for Disability Research, Policy, and Practice

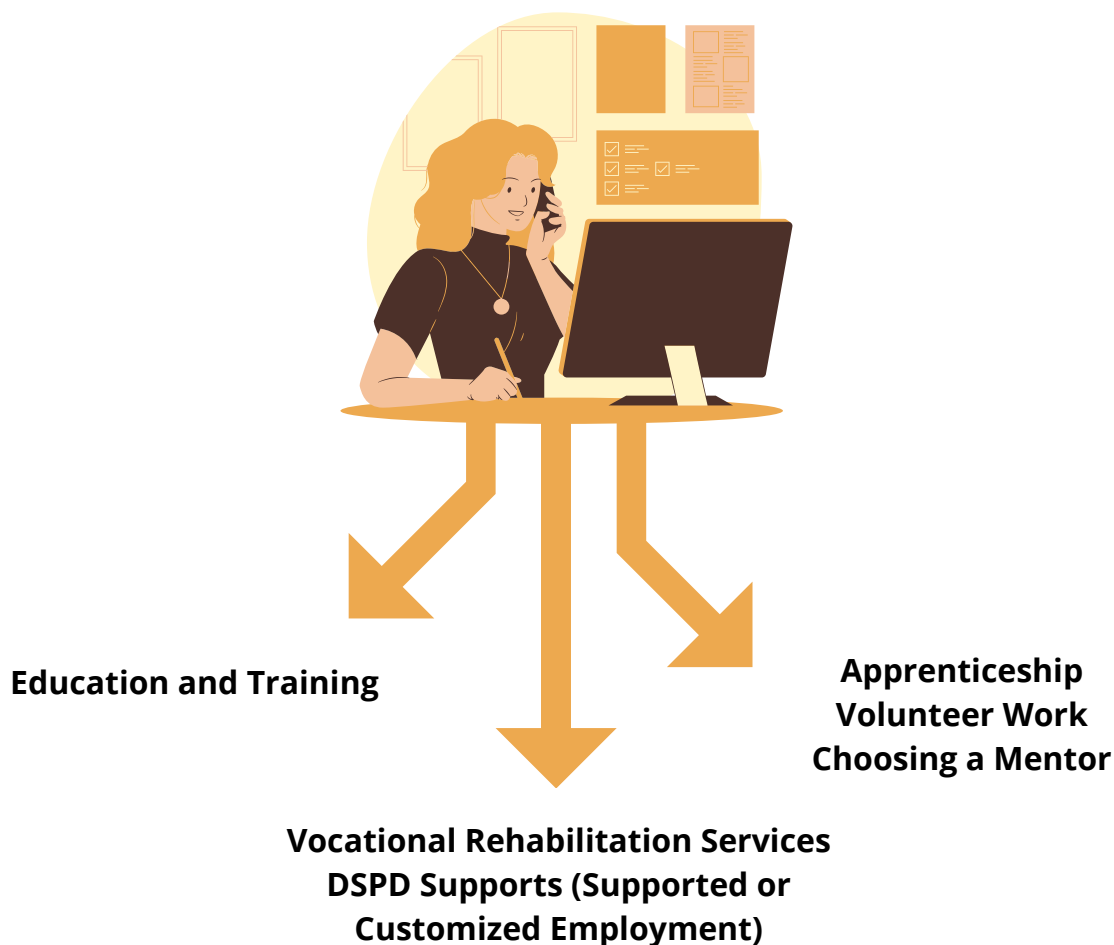
[https://ceiutah.com/toolkit/how-
implementation-and-best-practices/](https://ceiutah.com/toolkit/how-implementation-and-best-practices/)



DSPD Employment Pathway Tool

[https://dspd.utah.gov/wp-
content/uploads/2021/07/DSPD-
Employment-Pathway-Tool.pdf](https://dspd.utah.gov/wp-content/uploads/2021/07/DSPD-Employment-Pathway-Tool.pdf)

PATHWAYS TO EMPLOYMENT



There is not just one pathway to getting a job. Most people have to try several things before they find the right fit, and one key to finding that right fit is making sure you are on the right path for getting the skills you need. You may also have to move from path to path at times to fulfill your work goals and dreams. Once you have identified a job you would like to try, ask yourself if you have the right skills for it. If not, how can you learn those skills?

- **Is there a class you can take at a local college, technical school, or online?**
- **Is there a person you can hire to teach you the skill?**
- **Is there someone who can give you on-the-job training?**
- **Is there another job you can do that will help you learn the skills you need?**

GETTING SUPPORT FOR EMPLOYMENT

Connect with your local Vocational Rehabilitation Office or the Division of Services for People with Disabilities.

- VR or Voc Rehab: This agency has counselors for every high school and charter school in the state, and they can help connect you to pre-employment services, self-advocacy groups, job opportunities, job coaches, and other supports you need to get started.



jobs.utah.gov



(DSPD)
utah department of
human services
SERVICES FOR PEOPLE WITH DISABILITIES
dspd.utah.gov



Look for volunteer and internship opportunities around you.

- Before you find a paid job, it can be helpful to get experience by volunteering or finding a mentor who can give you an internship. This can give you a chance to work on soft skills, and find out more about the type of work you are most interested in doing long term.

If needed, you might qualify for a job coach.

- This is a paid support that can help you learn the skills you need and provide assistance to help you be successful on the job.

Voc Rehab Job Coach brochure



<https://jobs.utah.gov/usor/vr/services/jobcoach.pdf>



SOFT SKILLS

**POSITIVE
ATTITUDE**

**WORK
ETHIC**

**WELL
ORGANIZED**

**SELF-
MOTIVATED**

DEPENDABLE

**GOOD
MANNERS**

**GOOD
COMMUNICATION**

"Hard skills" are what it takes to get the job done. Can you scan the groceries, run the cash register, work the computer, walk the dog, or prepare the food?

"Soft skills" are harder to define but equally (maybe more) important. Do you have a positive attitude? Can you get along with co-workers? Do you know how to ask for help? Are you on time and dependable?

Do you need help with the "in between"? **Employment-related Personal Assistant Services or (EPAS)** are available to those who work and need personal assistance in order to remain employed. For more information and to review the eligibility criteria, visit the EPAS site using this link or QR Code.



<https://medicaid.utah.gov/ltc-2/epas/>

EMPLOYMENT TERMS AND DEFINITIONS

Competitive Integrated Employment:

Work that is performed on a full-time or part-time basis by a person with disabilities, that is compensated at the same wage an employer would pay a person without disabilities. In simple terms: real work for real pay.

Pre-Employment Services (Pre-ETS):

Pre-ETS are career exploration activities. They are provided as part of transition planning for all students who are on an IEP or 504 plan. Services may be provided in the school setting, or in the community by a contracted provider. Services include **1. Job Exploration Counseling, 2. Work-Based Learning Experiences, 3. Counseling on Post Secondary, 4. Workplace Readiness and 5. Instruction in Self-Advocacy.** For a list of Pre-ETS services and providers in Utah, you can visit this link on the Vocational Rehab website: <https://bit.ly/prejobs>



Supported Employment:

Provides services to individuals who need ongoing support to become and stay employed. To learn more about job supports offered by DSPD, you can visit their website: <https://dspd.utah.gov/employment/>



Customized Employment:

A flexible process designed to personalize the employment relationship between a job seeker and an employer in a way that meets the needs of both. One difference in the customized employment model is that it typically allows a much more in depth and longer period of discovery. For more on Customized Employment, you can read this article: <https://bit.ly/3ej2Pme>



Job Coach:






Individuals who specialize in helping people with disabilities learn and perform their job tasks and duties.





PRE-ETS

PRE-EMPLOYMENT ACTIVITY GUIDE

AGE	Job Exploration Activities	Workplace Readiness Activities	Self-Advocacy Activities	Counseling on Post-Secondary Activities	Work-Based Learning Exp. Activities
Freshman (14-15) 	Interest assessments Keys to Success Job Readiness Workshops Interest Exploration Career Index Plus Virtual Job Shadow	interview Skill Bldg. Intro to Job Applications Job Readiness Workshops Communication practice Workplace Norms Training	Student led IEP Group leadership Dev. understanding of accommodations Job Readiness Work. Attend Resource Fairs Assess Student's Level of advocacy understanding	Plan for ongoing education Degree and certification options Post-secondary plans in IEP Campus visits/fairs Concurrent enrollment options	Career fairs Info interviews Disability Mentoring days Job shadows Guest speakers Career Mentorship Workplace tours
Sophomore (15-16) 	Interest assessment Keys to Success Explore career path Virtual Job Shadow Info Interviews Job Readiness Workshops Local emp. trends in fields of interest	Interview prep Job Readiness Workshops Workplace communication training Application prep Resume building Interviewing skills	Group leadership Job Readiness Workshops Student lead IEP Skill/strength identification & dev. Dev. understanding of accommodations Peer Mentoring	Concurrent enrollment Campus visits ACT prep Review & exploration Info interviews College fairs Job Readiness Workshops	Career fairs Info interviews Simulated work exp. Job Shadows Disability mentoring days Guest speakers Internship exp. Career mentorship
Junior (16-17) 	Job Readiness Work. Career pathway Keys to Success Guest speakers Attend job fairs Interest inventory Virtual job shadow Dis. Mentoring days Career Index Plus	Job Readiness Workshops Resume preparation Interview preparation Application develop. Soft skill training On the job training	Job Readiness Workshops Soft skill training Student-led IEP Student-specific accommodation training Group leadership Peer mentoring	Concurrent enroll. Campus visit Explore majors & cert Post-second supports Info interviews College fairs Peer mentoring Job Readiness Workshops	Career fairs Dis. mentoring days Guest speakers Simulated work exp. Internship exp. Job Shadows Career comps. Volunteering Paid work exp.
Senior/ Post High (17-22) 	Job Readiness Workshops Keys to Success Senior Portfolio Virtual Job Shadow Guest speakers Interest inventory Dis. mentoring days Career Index Plus	Job Readiness Workshops Interview preparation Resume development Soft skills training On-the-job training Dis. mentoring days Peer Mentoring	Job Readiness Workshops Accommodation discussion training Student-led IEP Group leadership Peer Mentoring	Campus tours Disability Resource Center College fairs Post-second services & supports review Peer mentoring Job Readiness Workshops	Career fairs Disability mentoring days Career Related Competitions Internship exp. Job shadows Paid work exp.
Post-Second (18-22) 	Keys to Success Interest Inventories Virtual job shadow Disability mentoring days Career Index Plus Job Readiness Workshops	Peer Mentors Interviewing skills Soft skill Training On-the-job training Dis. mentoring days Develop resume Job Readiness Workshops	Group leadership Peer Mentoring Accommodation requests Disability Resource Center support Job Readiness Workshops	Post-secondary services & supports Peer Mentoring Disability Resource Center Academic advising Job Readiness Workshops	Info Interview Career Related Competitions Visit career fairs Disability mentoring days Guest speakers Internship exp. Paid work exp. Job shadows

Education and Transition

The Utah State Board of Education has developed an app to assist students, teachers and parents in developing transition plans.



bit.ly/TransElevated

Everything you need to know about the IEP Process, how to work with teams, and your rights and responsibilities under IDEA.



bit.ly/IEPParent

All the elements of transition, the transition IEP, and preparing for adulthood are found in this comprehensive guidebook.



bit.ly/TUhandbook

What does education look like for students with disabilities after high school? This simple resource helps you navigate postsecondary education.



bit.ly/UPPostEd

Access Pre-ETS (Pre-Employment Training Services) through Vocational Rehabilitation Contract Programs



bit.ly/UTpre-employ

Find your legislators, how to contact them, committees, and meeting schedules



<https://le.utah.gov/>



Daily Life

Utah Independent Living Centers assist individuals with disabilities to have full access to community life.



bit.ly/UTILC

Charting the LifeCourse is a resource for person-centered planning, with many helpful visual planning tools.



bit.ly/TULifeCourse

Tips for teaching daily living skills, including an explanation of why these skills are so important.



bit.ly/DailyLivingTips

Community Living

Division of Services for People with Disabilities (DSPD) offers an array of federally and state funded support programs for individuals with disabilities, including residential services, respite, and supported employment.



bit.ly/DSPDut

Social Security benefits can be applied for at age 18 for those who qualify with a life-long disability. These payments can assist adults with disabilities in living more independently and can be used to pay rent and other living expenses.



bit.ly/SSIprog

Many adults with disabilities will qualify for Medicaid, which can cover health expenses, including home health and other services that support individuals living in the community. After age 18, individuals are considered for eligibility based on their own income and assets.



bit.ly/MedicaidHow2



Employment

Utah Center for Assistive Technology (UCAT) offers Information and technical services with assistive technology devices. Free evaluations available.



bit.ly/UCATweb

Soft Skills are essential for getting and keeping a job, as well as other interpersonal relationships.



bit.ly/UPCsoftskills

Vocational Rehabilitation supports people with disabilities in obtaining competitive employment. They partner with other agencies to provide services for teens and young adults.



bit.ly/UTvocrehab

Job Accommodation Network (JAN) is a resource dedicated to helping employers and employees understand accommodations, rights, and protections for individuals with disabilities in the workplace.



bit.ly/jobaction





COMMUNITY LIVING

**"Inclusivity means not just we're allowed to be
there, but we are valued."**

-Claudia Brind-Woody



SELF- DETERMINATION

Self-determination is a belief you control your own destiny and can make choices about your life. It does NOT mean you have to do everything yourself or be completely independent. All of us need help from time to time. However, we are all happier when we feel we are in charge of our own lives.

Self-determination skills can be developed throughout life by making choices, problem-solving, setting goals, practicing self-advocacy, and accepting the consequences of our decisions.



WHAT DO I WANT MY LIFE TO LOOK LIKE IN FIVE YEARS?

I would like to:

- a. have a job
- b. be in school
- c. play video games all day
- d. write a book
- e. _____

I would like to live:

- a. with my parents
- b. by myself in an apartment
- c. with friends
- d. be married
- e. _____

- I will have a pet yes no
- In my free time, I will _____.

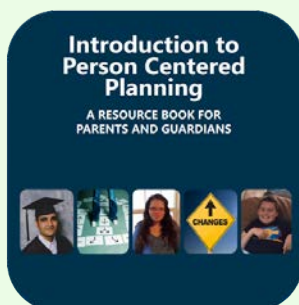
CIRCLE ALL THE CHOICES THAT ARE IMPORTANT TO YOU

- what I wear what I eat at meals when I wake up where I work
- who helps me where I go spending time with my family
- how often I get to see my friends what classes I take
- picking the music I like

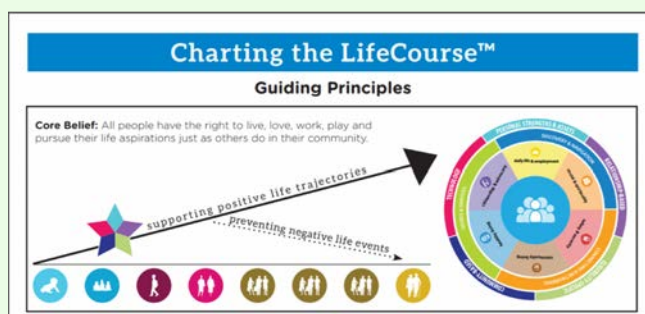


PERSON CENTERED PLANNING AND CHARTING THE LIFECOURSE

For those of you familiar with the IEP process, Person-Centered Planning is a way of helping an individual plan for adult life and for the future.



<https://bit.ly/planningmanual>



<https://utahparentcenter.org/creating-a-vision-of-a-good-life/>

Person-Centered Planning Helps Us:

- Look at an individual in a different way
- Assist the person in gaining control over their own life
- Increase opportunities for participation in the community
- Recognize individual desires, interests, and dreams
- Through a team effort, develop a plan to turn dreams into reality



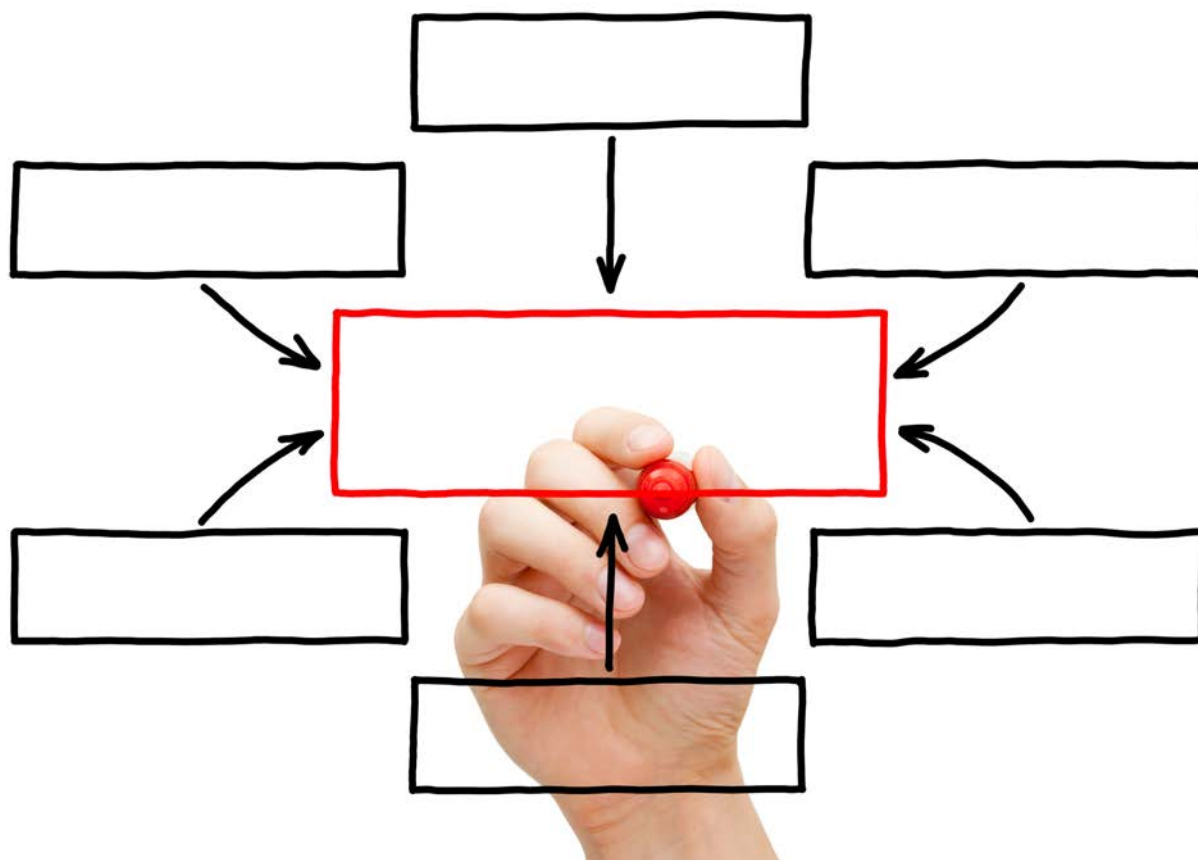
COMMUNITY MAPPING

Community Mapping is another kind of map or guide we can use for Transition Planning. This is a tool that helps identify people and resources in our neighborhood and community that can help us reach our goals. Community Mapping can help us decide who we want to be on our support team.



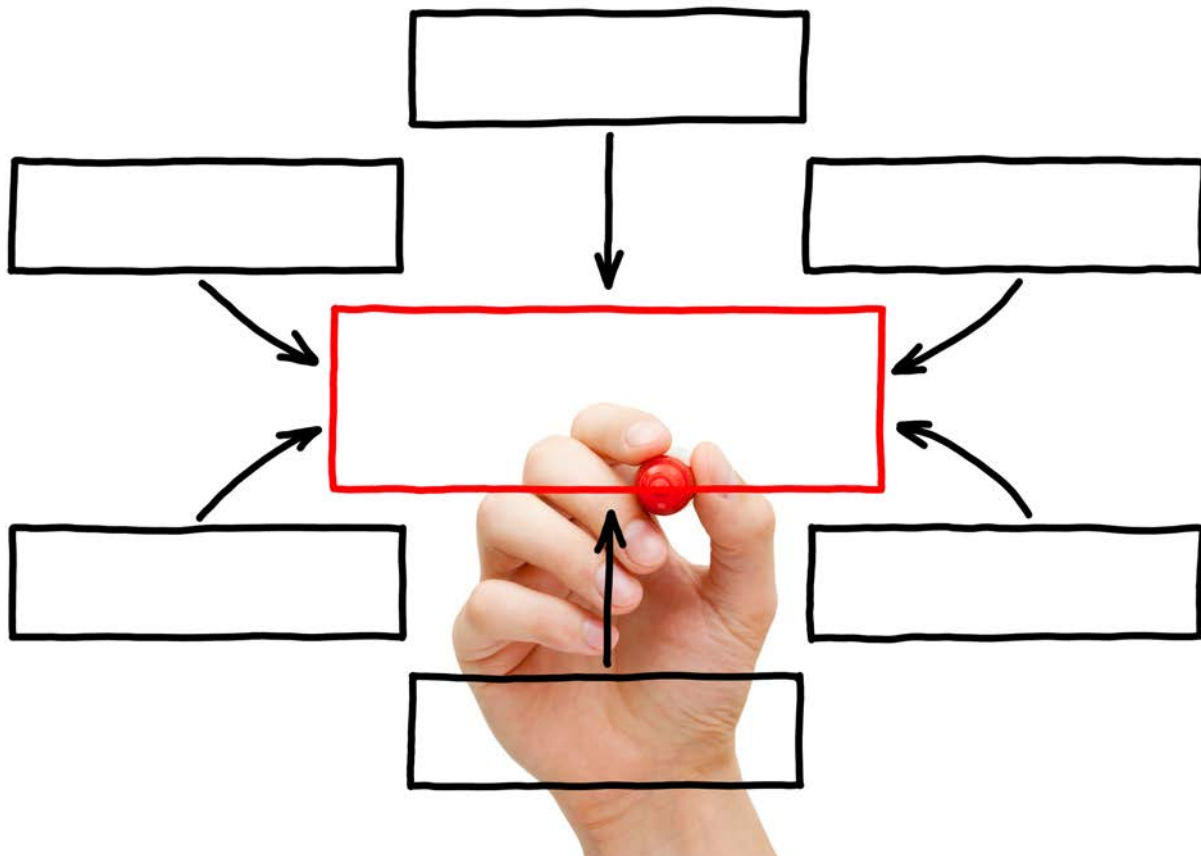
COMMUNITY MAPPING #1

Here's a little activity to get you started on your own community mapping. Start by putting your name in the center red box. Then put in the boxes around you the people who are closest to you. These are the people who you generally see most every day; people like your family and close friends. They might include extended family, like grandparents, if they live near you and you see or talk with them often. If you are in school, you might choose to include teachers. You don't have to name everyone separately. You can just put "family" in one box and know that includes your parents and any brothers and sisters who live with you. It's up to you--it's your map!



COMMUNITY MAPPING #2

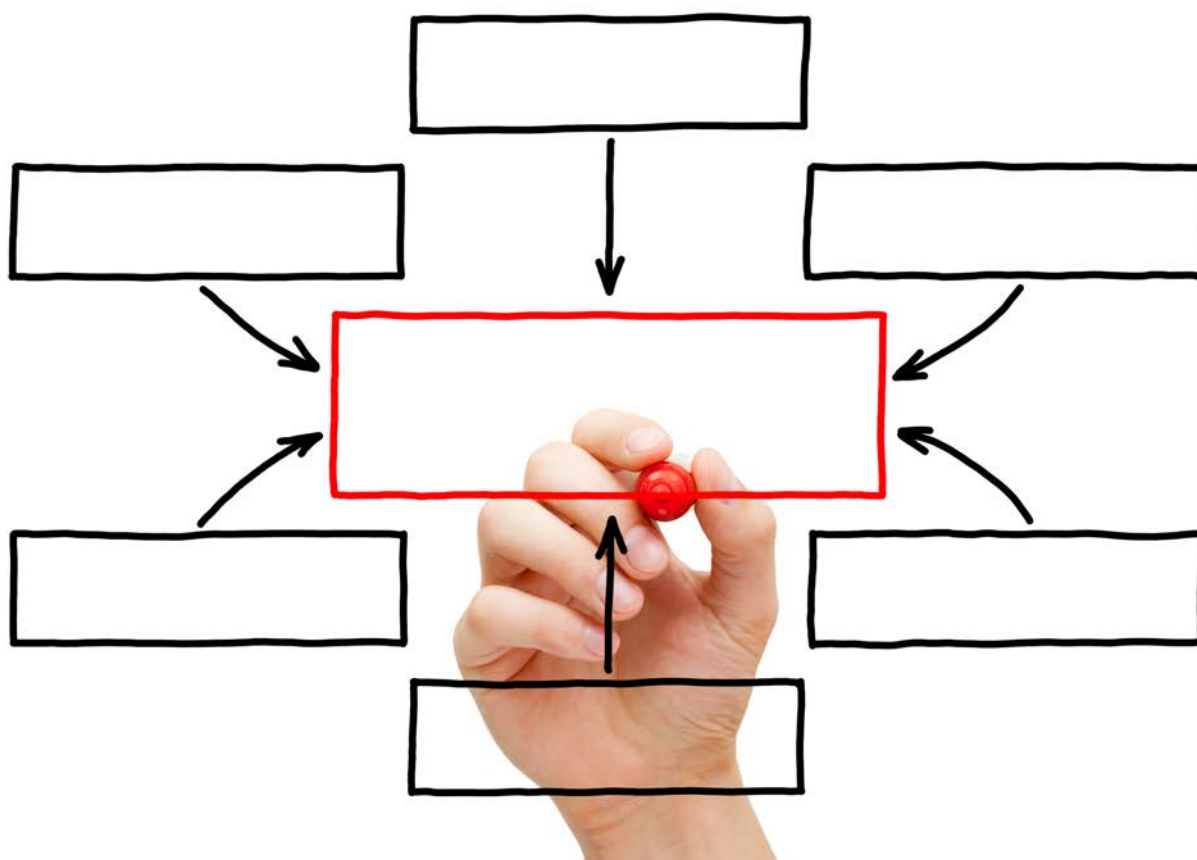
Now, in this chart, put yourself in the middle again, but this time in the boxes around your name put in the things you like to do and the places you like to go to. Include: your hobbies, family outings, a job, church, shopping, or lessons. You can also include places you like to hang out; like a favorite restaurant, mall, the library, a park, or the movies.



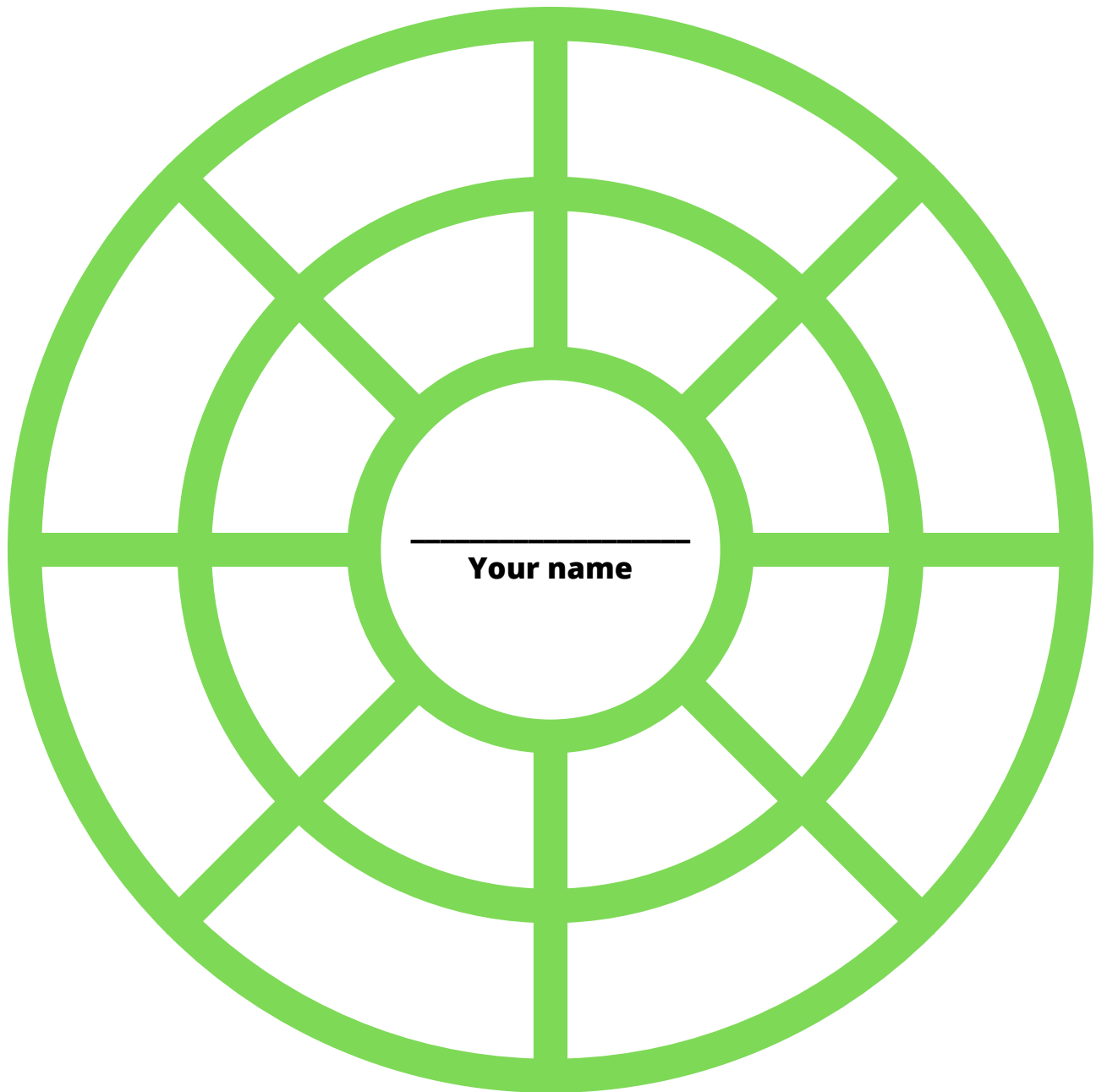
COMMUNITY MAPPING #3

Last one! Think about the professionals (community and government agencies or private companies) who support you now, or who might support your future goals. List people you know already. If you can, list the name of the company or the agency. The team members from your previous pages might be able to help you find a connection to someone in a service agency or to a support you feel you need.

That's what the community mapping activity is all about! Your maps will show you where you already have support, and to help you see where your team can help you find additional support in the future.



This simple graphic can be used to integrate all the elements of charts you filled out in the previous activity. You can also use it to map other ideas or help you think of ways to achieve a certain goal. It is a handy tool for figuring out where you can go for support!





SAFETY & SECURITY FOR THE FUTURE

There are dreamers and there are planners; the
planners make their dreams come true.

-Edwin Louis Cole



BASIC SAFETY FOR EVERYONE

Safety at Home



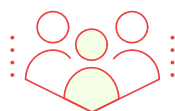
- Know when and how to call 9-1-1
- Don't open your door to strangers
- Lock your doors when you are home alone
- Always close your curtains or blinds at night when you are getting dressed and undressed, and when you are sleeping
- Make sure outside doorways and walkways are well-lit after dark

Safety Online



- Don't give out your personal information or overshare on social media
- Don't meet someone in person you've only met online
- Be careful about the pictures you share of yourself, and who you share them with
- Use privacy settings on social media sites

Safety in the Community



- Stay aware of your surroundings, especially while walking, texting, or using headphones
- Follow traffic safety rules, like crossing streets only at crosswalks and with the light
- If you get lost, go to a business or find a police officer to ask for help
- Keep a good distance from others and respect personal space
- Make sure someone knows where you are going, and let them know if you are going to be late
- If you are out at night, stay in groups or pairs with someone you know and trust
- Pay attention to where the closest exits are in public places
- If someone asks you to do something that makes you feel uncomfortable, it is okay to say "no."

What are some other ways you can stay safe?

SUPPORTED DECISION MAKING

We are all happier when we get to make our own decisions and choices. A big part of self-determination is knowing your options and being able to make your own choices.

Self-determination is *not*:

1. Doing whatever you want all the time
2. Doing everything on your own



GUARDIANSHIP



We all need help from time to time, and sometimes we even need help making decisions. Some people who need a lot of help with decisions after they become legal adults may need what is called a "guardian." A guardian is someone who is given authority by a judge to make certain decisions for another person (like where and with whom the person will live). Only a judge can give a person the right to make decisions for someone else.

SUPPORTED DECISION MAKING

Some individuals may only need help learning about their options by having information explained to them. Others may require additional and increased support to help ensure they are following the proper steps to complete tasks; like filling out forms.

In Supported Decision Making, the individual (YOU) is able to make their own choices and decisions about what is important to them. For example, how you spend your money and where you live are both examples of big life decisions where Supported Decision Making could prove useful. Remember, you aren't making these decisions alone. The individuals on your Supported Decision Making (SDM) team will help you when you need assistance. For instance, you could have someone help you set up your checking account so your bills are paid automatically or you could have help with your budget so you know how much you can spend each week.

Currently, Utah law does not recognize Supported Decision Making as a legal, formal support option for adults with disabilities. However, it is still a great tool to learn about and use in your decision making and life planning.



Here is a sample of a Supported Decision-Making Agreement to show you how this might work for you.

Supported Decision-Making Agreement For:

Name: _____

Date of Birth: _____

Address: _____

Phone: _____

Email: _____

A. I NEED SUPPORTERS TO HELP MAKE DECISIONS ABOUT:

- Taking care of my financial affairs, like banking
- Hiring a lawyer, if I need one, and working with the lawyer
- My health care, including large and small health care decisions
- Personal care (like where I live, my support services, choosing staff who work with me, my meal plans, exercise routines, safety, and daily schedule)
- Daily Life (education, employment, transportation, social activities)
- Other decisions _____



B. I EXPECT MY SUPPORTERS TO HELP ME IN THE FOLLOWING WAYS:

- Giving me information in a way I can understand.
- Discussing the good things and bad things (pros and cons) that could happen if I make one decision or another.
- Helping me explain my wishes and decisions to other people.
- _____



C. I EXPRESS MYSELF AND SHOW WHAT I WANT IN THE FOLLOWING WAYS:

- Telling people my likes and dislikes
- Telling people what I do and do not want to do
- Writing down my thoughts and choices
- Choosing from two or more things that are written down for me
- _____

Supporter #1

Name: _____

Address: _____

Phone: _____

Email: _____

Relationship to Me: _____

I need supporters to help make decisions in the following areas: (Check all that apply)

- Finances
- Healthcare
- Employment
- Legal Matters
- Housing
- Social Relationships
- Other _____

Areas I do not want Supporter #1 to assist with: _____

Supporter #2

Name: _____

Address: _____

Phone: _____

Email: _____

Relationship to Me: _____

I need supporters to help make decisions in the following areas: (Check all that apply)

Finances Healthcare Employment Legal Matters

Housing Social Relationships Other _____

Areas I do not want Supporter #2 to assist with: _____

Supporter #3

Name: _____

Address: _____

Phone: _____

Email: _____

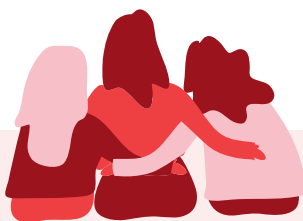
Relationship to Me: _____

I need supporters to help make decisions in the following areas: (Check all that apply)

Finances Healthcare Employment Legal Matters

Housing Social Relationships Other _____

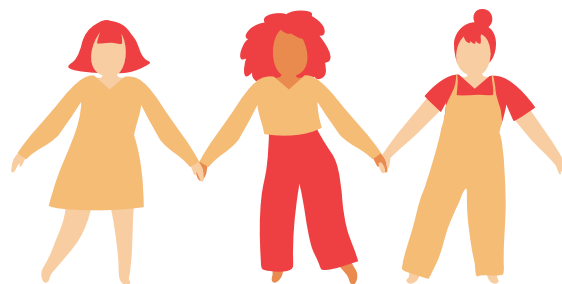
Areas I do not want Supporter #3 to assist with: _____



You can have as many people in your Support Network as you feel you need. You might consider having one member act as a Support Network Coordinator to help you manage the team.

D. IF I HAVE MORE THAN ONE SUPPORTER, MY SUPPORTERS WILL ACT:

- Jointly (working together), or
- In the order listed (For example, Supporter #1 is my first choice, but if they are not available, Supporter #2 can help me.)



E. I UNDERSTAND THAT I CAN ADD NEW SUPPORT NETWORK MEMBERS IF NECESSARY, AND CHANGE THEM WHENEVER I NEED TO.

Signature

Date

F. NETWORK SUPPORTER STATEMENT--EACH SUPPORTER SHOULD SIGN A STATEMENT

I understand that as _____'s supporter, my job is to honor and present his/her expressed wishes. I know that I should not make decision for this person, and should assist them in reaching a decision and communicating their choice. I agree to support this person's decision to the best of my ability.

Signature

Date



This plan is a sample only, and should only be used as a template for a plan you create. It is a combination of several plans from other states that recognize Supported Decision Making as a legal way of supporting individuals with disabilities as adults. To learn more you can visit the national SDM website listed on the resource page of this section.

SUPPORT STRATEGIES FOR ASSISTING INDEPENDENCE AND SUPPORTED DECISION MAKING

Joint Bank Account:

You can have a parent or another trusted adult who is on your support team have a joint bank account with you. This makes it so you can manage your own finances, but you have the safety net of another person looking at your statements and bank balances to make sure everything is in order. If a member of your support team notices that something is not like it should be--like you missed an important payment--they can help you correct the problem.

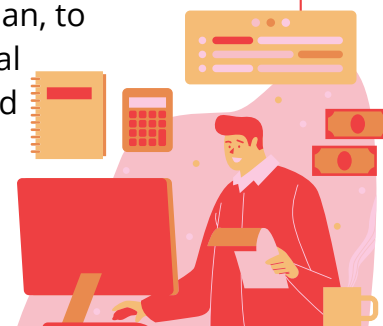
Representative Payee:

A Rep Payee is someone you choose to receive money on your behalf and help you manage it. Usually this terms applies to government payments such as Social Security benefits. The Rep Payee receives the payment from the Government, and is responsible for paying your bills like rent, utility payments, and other monthly expenses. Then out of the extra funds, the Rep Payee and you can decide what amount you get to spend on yourself, or you can put some into savings for larger expenses.

ABLE and STABLE Accounts:

An ABLE account is a special savings account for those individuals who receive SSI benefits. Because the amount of SSI you receive is based on your assets as an adult and is affected by how much money you have in your bank account, it can be important to have one of these special savings accounts that allows you to save your excess money without it affecting your benefits. The State of Utah, along with other states, has partnered with the state of Ohio and their national ABLE program known as STABLE Account.

This partnership allows Utah's program, the ABLE Utah Savings Plan, to offer STABLE Accounts to eligible Utah residents with lower annual investment fees, a free loadable debit card, customer service, and other benefits. The terms ABLE Utah and STABLE Account essentially have the same meaning. ABLE Utah is powered by STABLE Account and these accounts are considered to be under the ABLE Utah Savings Plan.



Low Limit Credit Cards:

Credit cards can be very challenging for many people to manage. It can be tempting to use them to pay for things we want right now when we do not currently have the money. However, if you do not pay your entire balance off each month, you will incur interest fees which means you are actually paying more for your purchase. One way to learn how to responsibly purchase things on credit is to start with a low spending limit card so you avoid buying items you can not really afford and learn to buy only those things you can pay off quickly.

Power of Attorney:

A Power of Attorney is a legal document that gives one person the authority to act for another person (sign papers, make decisions, or set up accounts). You do not have to go to court to get a Power of Attorney. You can get the forms online, or if you need more specialized forms, you can have a lawyer draft them for you. Both you and the person who is going to be your "agent", who will act on your behalf, have to sign the forms in front of a notary to make the Power of Attorney official and legal. The person who is your agent only has the authority to act in the areas outlined in the Power of Attorney form. The power of attorney does not authorize the agent to make health care decisions for you. (See Utah's Advance Health Care Directive Act for more information and forms)

Trust:

A trust is a legal agreement set up by an attorney which designates a trustee to manage an adult's estate or assets. This is sometimes called a supplemental needs trust, or special needs trust. If set up properly, the money in the trust can be set aside for the use and care of an individual with a disability, and that individual can still receive government benefits like SSI, Medicaid or Medicare.



Supported Decision Making, Guardianship, and other Legal Alternatives

The National Resource on Supported Decision Making offers information, guidance, and state updates.



www.supporteddecisionmaking.org

For information on Guardianship, Conservatorship, Power of Attorney in Utah, visit this site



bit.ly/GuardianshipOptions

Advance Health Care Directive



bit.ly/UTHCdirectives

General Power of Attorney



bit.ly/UTpowerofattorney

Declaration for Mental Health Treatment



bit.ly/Dec4MHTreatment

Information on Special Needs Trusts. It is recommended you consult a knowledgeable attorney to set up a trust.



bit.ly/NoloSNTrusts

General information on ABLE accounts, including a brief video



bit.ly/WhatisABLE





SOCIAL AND SPIRITUALITY

"I define joy as a sustained sense of well-being and
internal peace--a connection to what matters."

-Oprah Winfrey



PHYSICAL, MENTAL, AND SOCIAL WELL-BEING

Our sense of well-being is a combination of how we feel physically, mentally, spiritually, and emotionally. The strength of our social relationships has a profound impact on our physical, emotional and mental well-being. Being socially connected to a network of peers, family, co-workers, and friends can help us remain physically active, mentally strong, and emotionally resilient.



"Well-being" is a word used to describe how a person is doing in life. If their life is *generally* good, positive, safe, healthy, stable, and everything is headed in a good direction, we might say that a person is doing well in life, or their physical and mental well-being is good.

If a person has been feeling depressed and doesn't seem to be improving, or if they struggle financially, or are lonely, we could say that their overall well-being could be improved upon.



If you want to figure out some simple ways to improve your daily feeling of positivity and boost your well-being, check out this article titled: [Simple Ways to Boost Your Well-Being Throughout the Day](#).

GET INVOLVED IN YOUR COMMUNITY TO MAKE FRIENDS

School can be a wonderful place to make friends. We see the same people every day, we go to classes together, ride the bus, or walk home together. It is natural to form groups of friends with whom similar interests are shared. There are various clubs, after-school activities, service groups, and other options to get involved in high school and make friends should you chose to do so.

Sometimes, after high school, making friends takes a little more effort. We have to find new ways to socialize. It is important to expand our social groups and be willing to meet new people, try new things, and find the community where we fit in and feel comfortable.

HERE ARE SOME THINGS YOU CAN TRY TO HELP YOU MAKE NEW FRIENDS:

Be friendly!

Introduce yourself to those you see often in local grocery stores, restaurants, and other places you visit.

Be helpful!

Volunteer at a local animal shelter, food pantry, or school.

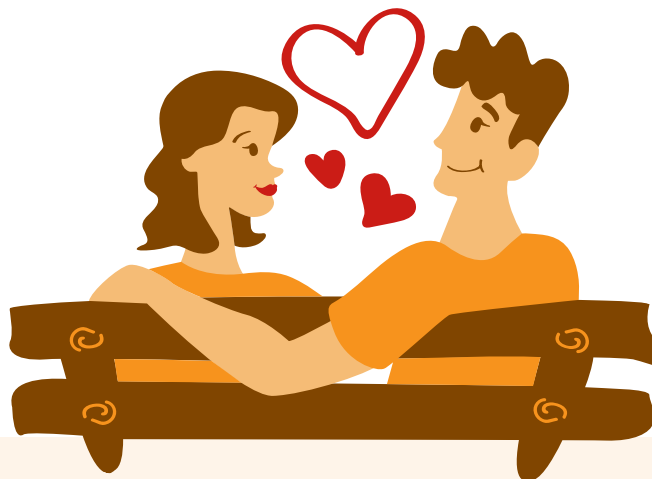
Be involved!

Join a gym, fitness or rec center, the YMCA, a local history group, a book club, a knitting group, a cooking class, Special Olympics, a bowling team, or anything that interests you! The Independent Living Center near you offers lots of free classes and activities. You may even learn something new.



EXPLORE SOCIAL RELATIONSHIPS THROUGH DATING

Like all young people, you are probably excited to explore social relationships through dating. Your disability might present some unique challenges when it comes to dating, but it doesn't mean dating is out of the question. Like other situations, you will need to be creative, flexible, ask for support if you need it, and probably try more than one thing to find out what works best. The link and QR code below will take you to an article from Easter Seals about people with all kinds of disabilities who have successfully navigated relationships and dating.



What about Dating?

<https://bit.ly/ESDating>



Dating and "hanging out" with friends can be fun as long as you take a few steps to make sure you are always safe. Refer back to the safety suggestions on Page 49 of this guide for ideas on how to keep yourself safe in social situations.



HEALTHY LIVING & ADULT HEALTHCARE

Success is the sum of small efforts repeated
day in and day out.

-Robert Collier



MANAGING YOUR MEDICAL CARE

Your How-to Basics:

Do you know what to do in a health emergency? If you have a chronic condition, how do you make the shift to an adult doctor? How do you keep your body healthy? Why should you exercise? Ask to have help to understand health records and insurance, and what is your electronic health record? How do you fill a prescription? How do you find a new doctor? Do you want to know more about testing and view example videos? What immunizations can help keep you safe? How do you keep your stress under control?

Find the answers to these questions along with additional medical resource information through this QR code and website.



<https://kidshealth.org/en/teens/center/medical-care-center.html>



PROVIDER HEALTHCARE TRANSITION TOOLKIT FOR PEDIATRIC PATIENTS GRADUATING TO ADULT CARE

This transition toolkit has been created to assist in the process of transitioning patients from pediatric oriented healthcare to adult-oriented healthcare. The foundation for this toolkit has been modeled after the Got Transition® framework. This toolkit provides essential documents and information to help get your team started in the transition process.



<https://medicalhomeportal.org/link/8293>



Be aware of transition issues at each age range. Use this QR tool and website for guidance.

<https://ut.medicalhomeportal.org/clinical-practice/transition-issues>

CREATING YOUR HEALTHCARE NOTEBOOK

Your How-to Basics:

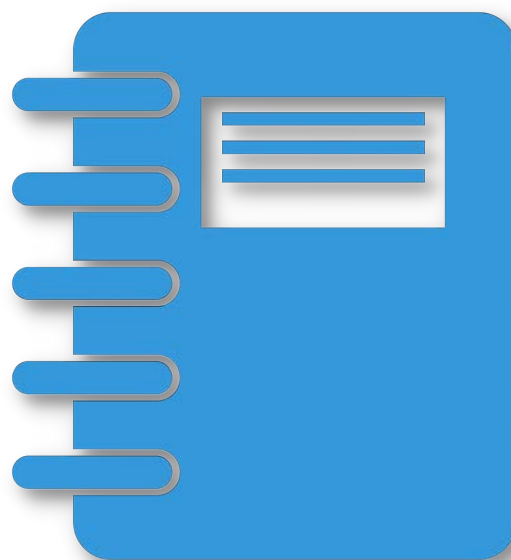
A transition notebook is an organizing tool for youth with disabilities or chronic health illnesses. Use a transition notebook to keep track of important information about your health care and the services you need as you move into independence. You may get information and paperwork from many sources. A transition notebook helps you organize the most important information in a central place. A transition notebook makes it easier for you to find and share key information with others whom you choose to be part of your care team; such as your family, doctor, or other providers.

FOLLOW THESE STEPS TO SET UP YOUR NOTEBOOK:

Step 1: Gather health information you already have about yourself. If possible ask your family to assist you in putting it all together. Some of the information you may want to include are reports from recent doctor's visits, recent summary of a hospital stay, this year's school plan, test results, or informational pamphlets.

Step 2: Create pages that could help you keep track of information about your health or care? Examples: a page to track medical events (event diary), medicine changes, phone numbers for providers or specialists, your health history including, surgeries, procedures, lab work, allergies, etc. Document any needed support services, medical supplies, or equipment.

Step 3: Add new information to the notebook whenever your treatment, medication, or care changes. Decide which information about yourself is most important to keep. What information do you look up often? What information do people caring for you need? Consider storing other information in a file drawer or box where you can find it if needed. Consider taking the notebook with you to appointments and visits so information will be easy to find.



HEALTH RESOURCES

5 Minute Video
Explaining the Basics
of Health Insurance
<https://bit.ly/InsureVid>



Basic facts and resources
about mental health.
<https://www.cdc.gov/mentalhealth/learn/index.htm>



A simple online questionnaire to help someone determine if they might be experiencing depression. Many doctor's ask similar questions if you mention you think you might be depressed.
<https://bit.ly/depressionquestion>



Utah's Mental Health Agency
<https://dsamh.utah.gov/>

utah department of
human services
SUBSTANCE ABUSE AND MENTAL HEALTH



Got Transition is a national resource center focusing on health care transition. Click for an online resource and booklet to assist your in transitioning from pediatric to adult healthcare.
<https://gottransition.org/>



CHILDREN WITH SPECIAL HEALTH CARE NEEDS TRANSITION RESOURCES



- Are you ready?
- What are the timelines?
- How can you prepare?
- Who can help?

<https://health.utah.gov/cshcn/programs/transition.html>



GOT TRANSITION - A FAMILY TOOLKIT

<https://gottransition.org/resource/?hct-family-toolkit>

This toolkit was developed for families to use during pediatric-to-adult healthcare transition and includes resources for both parents/caregivers and youth/young adults. These tools can be used to better prepare youth and families for the transition to adult care. This toolkit can be downloaded for free on Got Transition’s website at GotTransition.org.



SAMPLE TRANSITION READINESS ASSESSMENT

The purpose of the transition readiness assessment is to begin a discussion with youth about health-related skills. Scoring is optional and can be used to follow individual progress on gaining these skills, not to predict successful transition outcomes.

<https://www.gottransition.org/6ce/?leaving-readiness-assessment-youth>






IS IT MORE THAN "JUST A BAD DAY?"




Everyone has bad days now and then. It is normal for us to have stress, and some anxiety in our lives. A little bit of stress and anxiety can even be good for us, because it helps us know we are doing challenging things, getting better, and learning. It is also normal to feel happy some days and a little bit sad other days. Our moods vary depending on what is going on around us, and what events occur in our families, communities, and in the world. However, It is not normal to have feelings take over our thoughts and make us unable to sleep, eat, work, or function as we usually do for days or even weeks at a time. If you feel you are unable to control your thoughts, feelings, emotions, or actions, that is a signal you should talk with someone and see if you could benefit from treatment or therapy.

A SIMPLE MENTAL HEALTH PAIN SCALE





MILD

-  **1** There is absolutely nothing wrong.
-  **2** Normal fluctuations in mood and some sleeping trouble
-  **3** The emotional equivalent of a headache. May feel withdrawn

MODERATE

-  **4** Today is a bad day (or a few bad days). You may feel lonely at times.
-  **5** Nervousness, irritability, sadness You may face strong agitation
-  **6** Impulsive and compulsive thoughts may be hard to cope with. May feel anxiousness and unsettled.

SEVERE

-  **7** You're avoiding things, social avoidance and decreased performance
-  **8** You are frustrated, annoyed, unable to fall or stay asleep
The absolute feeling of despair haunts you.
-  **9** You're at a critical point. You are angry, stomping & having a meltdown
-  **10** The worst mental and emotional distress possible. You can no longer care for yourself.

| TheMindsJournal

MINDJOURNAL

UNDERSTANDING MENTAL HEALTH

We all have a brain. Just like other parts of our body, our brain sometimes experiences injury, illness, or trauma. Usually, if we say that someone is experiencing mental illness, that means that something has happened in the brain and it is not working well.



Mental illness can affect thinking, behavior, or emotion. It can also affect moods, sleep, and appetite. All of these things can cause brain function problems that require attention. Sometimes we can correct these problems on our own, just by taking care of ourselves.



It can help to talk about how we are feeling with a friend, a parent, a doctor, or a therapist. A doctor might prescribe a medication to help you feel better, sleep better, to regulate your mood, or to feel less anxious. You should always tell your doctor if these medications make you feel worse, or if you start to have unusual thoughts or feelings you were not having before.

MENTAL HEALTH FACTS

According to the Center for Disease Control:

- 1 in 5 Americans will experience mental illness each year
- 1 in 25 Americans live with a serious mental illness (such as schizophrenia, bipolar disorder, or major depression)
- Mental illness is treatable
- Mental illness rarely has a single cause, and can have many risk factors including: genetics, trauma, stressful events, unhealthy habits, drug and alcohol abuse, and living in stressful environments.
- Mental health can change (either improve or worsen) over time

UTAH CRISIS AND SUICIDE PREVENTION RESOURCES

Utah Suicide & Crisis Line 800-273-TALK or Dial 988

The Utah Crisis Line provides compassionate support. We give referrals to anyone in need of mental health or emotional wellbeing services. Whatever age you are, you can call for help 24 hours a day, 7 days a week, 365 days a year. There is no cost. We have interpreters in more than 150 languages to help. The line is managed and staffed by certified crisis workers at the Huntsman Mental Health Institute (HMHI). This 800 number recognizes the area code of caller ID and transfers Utah area code numbers to the Utah team. If you are calling from a non-Utah area code, but you want a Utah response, call the local number 801-587-3000.

Warm Line – 833-SPEAKUT (833-773-2588)

Talk to someone who's been there before and understands. Sometimes you may need a supporter as you heal and recover from your own personal struggles. If you need to talk with someone, you can call the Utah Warm Line for that support. The Utah Warm Line is free for all callers. When you call the Utah Warm Line, you will speak with a certified peer support specialist. Our peer support specialists have gone through specialized training. They have also lived through experiences like yours—mental illness and substance misuse that is disrupting your happiness. Call for support today!

SafeUT App

Download the SafeUT and crisis prevention app for 24/7/365 for students, parents, educators, and others. You can chat with a licensed counselor for support or submit a confidential tip right from your smartphone, or call 833-372-3388 to talk about what is on your mind.

Stabilization & Mobile Response (1-833- SAFE-FAM)

For families with children/youth ages 0-20 experiencing challenges. Over the phone support and problem-solving, mobile response services, and in-home stabilization services to help your family stabilize and self-manage future challenges. Free, family guided, and youth-driven. <https://hs.utah.gov/smr>



UTAH CRISIS AND SUICIDE PREVENTION RESOURCES

Live On! Campaign - <https://liveonutah.org/>

Statewide effort to prevent suicide by promoting education, providing resources, and changing our culture around suicide and mental health. Together we can get through, reach out, lift up, look ahead, and Live On. Like on Facebook. Follow on Instagram.

Emotional Health Relief Line - 833-442-2211

Intermountain Healthcare is offering a free emotional relief hotline for anyone who needs mental health support related to COVID19. Caregivers are available 10AM to 10PM, 7 days a week.

Utah Strong Recovery

385-386-2289 (call or text)

Email utahstrong@utah.gov if you or someone you know is experiencing stress, anxiety, or depression because of COVID19. Talk with a crisis counselor 7 days a week, from 7 AM to 7 PM. All information is confidential and free of charge.

myStrength

Free online tool to help you live your best life. You'll find help for stress, anxiety, chronic pain, and more. It's safe, secure, and personalized – just for you. Track your health, enjoy activities, and become inspired. myStrength has recently added resources and supports surrounding COVID-19 and the behavioral health needs that you may have during this time.

<https://dsamh.utah.gov/>



UTAH CRISIS AND SUICIDE PREVENTION RESOURCES

CALL-UP: for Utah Medical Professionals

The program is a state-wide psychiatric consult service. HMHI (formerly UNI) has teamed up with the Utah State Division of Substance Abuse and Mental Health to create the Consultation Access Link Line to Utah Psychiatry (CALL-UP). CALL-UP is a new legislative-funded program to address the limited number of psychiatric services in Utah and improve access at no cost to providers/patients in the state of Utah. The program will support primary care providers in meeting the treatment needs for their patients' mental health. Available M-F from 12:00 pm to 4:30 pm by calling: 801-587-3636. Or, the email is: Callup@hsc.utah.edu

Caring Connections

The University of Utah, College of Nursing offers a variety of grief support groups throughout the year. Each support group is designed to help you cope with a different kind of loss and grief, including suicide. The groups are eight weeks in length and are facilitated by expert clinicians in the fields of social work, nursing, counseling, and psychology.

<https://nursing.utah.edu/caring-connections>



TO LEARN ABOUT OTHER UTAH RESOURCES FOR CRISIS AND SUICIDE PREVENTION:

Crisis and Suicide Prevention, Utah
<https://healthcare.utah.edu/uni/programs/crisis-division.php>

The Utah Division of Substance Abuse and Mental Health
<https://dsamh.utah.gov/>

National Alliance on Mental Illness (NAMI)
<https://www.namiut.org/>

American Foundation on Suicide Prevention,
Utah Chapter <https://afsp.org/chapter/utah>

For additional resources in the human services
and social services area, please call 2-1-1 or see
<https://211utah.org/>



Health and Safety

GotTransition.org assists in the transition from pediatric to adult health care.



gottransition.org

Utah Dept of Health Transition Services:



bit.ly/UDOHtransition

Utah Parent Center Crisis Training

Part 1: De-Escalation



Part 2: What to Expect When the Police are Called



Part 3: Floreo VR-Police Interactive Training



bit.ly/UPCvidFloreo

Understanding Insurance –a brief video that explains the basics of insurance coverage.



bit.ly/healthinsurancevid

Tips to keep all your medical paperwork and emergency info organized. By: Utah Family Voices and the Utah Medical Home Portal.



bit.ly/MHPCareNotebook

Police Crisis Intervention Teams



cit-utah.com

To report abuse, neglect, or exploitation of a minor. Also contact child protective services.



bit.ly/DCFSutah

To report abuse, neglect, or exploitation of an adult, you can contact adult protective services.



bit.ly/DAASutah



Health and Safety Continued

SAFE UT APP



safeut.org

Article about teaching Online Safety to students with learning disabilities, including why it is important to do so.



bit.ly/OnlineSafetyLPs

Mental Health Resources



www.parentcenterhub.org/mentalhealth



wellness.jordandistrict.org/mentalhealth



www.namiut.org



latinobehavioral.org



healthcare.utah.edu/hmhi/

If you or someone you know is experiencing suicidal thoughts, call the Suicide Prevention Lifeline 1-800-273-8255 or UNI CrisisLine 801-587-3000.

Find help here:



utahsuicideprevention.org/get-help/





Transition Summary

You might feel as if you are in transition for the rest of your life--and truly, life is just one change after another. Being able to adjust to new situations and adapt to change is a learned skill which we can get better at all the time. We can learn to do things throughout our lives if we just keep working at it. Although this guidebook was designed for youth and young adults, many older people might find they could benefit from it as well! We are never too old to learn and improve.



One key is to not get overwhelmed. Start small and break things down into small, manageable steps and goals. If you get stuck or don't know what to do, remember it is okay to ask for help. People want you to succeed and will help you with your goals. There are many people who are paid and unpaid who can assist you.

Finally, keep trying! Don't give up! Things may take longer than you anticipate. You may not get the first job you apply for. It might take several attempts to find employment. You might not get along with everyone you live with or be able to find an apartment quickly. You might have a few detours along your journey, but even with those detours, good things can and do happen.



Transition Partners

The following agencies have services and resources that can be helpful to you in your adult journey. Link to their websites to learn more about their services.

SSI Benefits and Work Incentives
<https://www.ssa.gov/benefits/ssi/>



Workforce Services
<https://bit.ly/UTAssist>



Utah Parent Center
<https://utahparentcenter.org/>



Utah Developmental Disabilities Council
<https://www.utahddcouncil.org/>



Utah State Office of Education
Transition Elevated App
<https://www.transitionelevated.org/>



Vocational Rehabilitation
Pre-ETS Services
<https://bit.ly/vrpre-ets>



Transition Partners

Utah Center for Assistive Technology, a service under vocation rehabilitation

<https://bit.ly/vrucat>



(UCAT)



Division of Services for People with Disabilities

<https://dspd.utah.gov/intake-process/>



(DSPD)



Utah Department Of Health

<https://bit.ly/UDOHtransition>



Utah Independent Living Centers

<http://usilc.org/il-centers>



Local Mental Health Centers

<https://dsamh.utah.gov/>



Disability Law Center
<http://disabilitylawcenter.org/>



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